

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the most important skills in learning a language. Reading is a means of language acquisition of communication and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not a passive activity but reading is an active process in which readers relate information in the text to what they already know. Furthermore, According to Moreillon reading is making meaning from print and from visual information.¹

Furthermore, Neil Anderson stated that reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning.²

Skilled reading is.³

- a. **Constructive:** learning to reason about written material using knowledge everyday life and from discipline fields of study;
- b. **Fluent:** mastery of basic processes to the point where they are automatic so that attention is freed for the analysis of meaning;

¹ Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), p. 10

²Neil, Anderson, "What is Reading", in Nunan David, *Practical English language Teaching*, Sydney: McGraw Hill, 2003, p. 68

³ Richard Anderson , reading definitions. Retrieved on Mei 16th 2011

- c. **Strategic:** controlling one's reading in relation to one's purpose, the nature of material and whether one is comprehending;
- d. **Motivated:** able to sustain attention and learning that written material can be interesting and informative; and
- e. **A lifelong pursuit:** continuous practices , development and refinement.

Reading is important activity for the students to get information. According to Patel, reading is the most useful and important skill for people. Reading is not only a source of information and pleasure activity but also as a means of consolidating and extending one's knowledge of language.⁴ Nation said that Reading is a source of learning and a source of enjoyment.⁵ Reading can help learners learn new vocabulary and grammar. Reading also can be a source for enjoyment and a way of gaining information in the world. Reading is a process. Kalayo and Fauzan said that reading is interactive process that goes on between the reader and the text, resulting comprehension.⁶ According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁷ Readers can build meaning of the text if readers are combining our background knowledge and information from the text. Brown said that reading is an active and complex process which draws on the application of a number of skill and knowledge about language and print.⁸

According to Patel and Preven, there are four types of reading, they are:⁹

- a. Intensive reading

⁴ M.F Patel and Praveen m.Jain.2008.*English Language Teaching (Method, Tool, and Technique)*. Jaipur: Sunrice Plubisher.p.113.

⁵ I. S. P. Nation. *Teaching ESL/EFL Reading and Writing*. New York: Routledge. 2009. p.49

⁶ Kalayo Hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru : Alaf Riau Graha UNRI Press, 2007), p.114

⁷ David Nunan. *Practical English language teaching*. Sydney: McGraw Hill. 2003. p.68

⁸ Ann Brown. *Developing language and literacy 3-8 2nd Edition*. Trowbrige: paul Chapman Publishing. 2001. P.27

⁹ M.F Patel and Praveen m. Jain. *Op.Cit*. p.117

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading is text reading or passage reading. Lerner reads the text to get information.

b. Extensive reading

In intensive reading, the reader reads the text for enjoyment. The reader reads what he wants to read. The purpose of the extensive reading is to enrich learners' knowledge.

c. Aloud reading

Teacher must know that the training of reading aloud must be given at primary level because it is the base of word pronunciation.

d. Silent reading

This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Based on the explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and be challenged to response the ideas of the author.

2. The Nature of Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Anderson in Linse, the aim of reading is to comprehend.¹⁰ That is also stated by Hasibuan, the purpose (s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.¹¹ At least five processes that proceed simultaneously during comprehension:¹²

¹⁰Caroline T. Linse. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Companies, Inc, 2005), p. 71

¹¹Kalayo Hasibuan and Muhammad Fauzan Anshari, Op.Cit, p.115

¹² Judith Westphal Irwin. *Teaching reading comprehension processes*. New Jersey: Prentice Hall.1986.p.9

a. Microprocesses

The reader's first task is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. At least two processing skills are required for the understanding of individual sentences. The first is the ability to group words into meaningful phrase. The second major skill required for microprocessing is the ability to select what idea units to remember.

b. Integrative process

The readers can recall what they read only if the individual ideas are connected into a coherent whole. It means that the relationship between clauses and/or between sentences must also be comprehended. It requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

c. Macroprocesses

At least two skills are necessary for macroprocessing. The first is the ability to select the general ideas and to summarize the passage. The second is the ability to use the author's general organizational pattern to organize one's own memory representation.

d. Elaborative processes

We may make a prediction about what might happen, we may form a vivid mental picture, or we may think about how the information relates to something similar we have experienced. It means that elaborative processing is the process of making inferences not necessarily intended by the author.

e. Metacognitive processes

Metacognitive may be loosely defined as conscious awareness and control of one's own cognitive processes. This involves knowing when one does or does not understand something and knowing how to go about achieving a cognitive goal, such as successful comprehension or long term recall. It means that metacognitive process is the process of adjusting one's strategies to control comprehension and long term recall.

According to Snow, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, such as:¹³

- a. The reader who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

In addition, Snow states that to comprehend, a reader must have a wide range of capacities and abilities.¹⁴ These include:

- a. Cognitive Capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).
- b. Motivation (a purpose for reading an interest in the content being read, and self-efficacy as the reader).
- c. Various types of knowledge, (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies).

Dorn and Soffos said "Comprehension is a complex regulated by cognitive, emotional, perceptual, and social experiment."¹⁵ It means that comprehension is not easy to get by the

¹³Catherine Snow and Chair. *Reading for Understanding Toward an Research and Development Program in Reading Comprehension*. (Santa Monica, CA: RAND Reading Study Group, 2002), p. 11

¹⁴Catherine Snow and Chair. *Reading for Understanding Toward an Research and Development Program in Reading Comprehension*. (Santa Monica, CA: RAND Reading Study Group, 2002),p. 13-14

students. It needs some factors to comprehend a text such as cognitive, emotion, perceptual, and social experience. Comprehension has levels. Linda and Carla divide two levels of comprehension. They are:¹⁶

a. Surface level

The surface of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. In this level, reader should recall factual information of the text.

b. Deep Level

Deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view.

According to Hornby, comprehension is the mind act or power of understanding.¹⁷ When one reads something, he actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on readers' experiences and prior knowledge. Moreillon stated that background knowledge is always behind us backing up our comprehension¹⁸.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the readers' need and purpose.

¹⁵Linda J. Dorn and Carla Soffos . *Teaching for Deep Comprehension: Reading Workshop Approach* .Main e:Stenhouse publishers.2005.p.14

¹⁶ Ibid.14

¹⁷AS.Hornby.*Oxford Advance Learner's Dictionary of Current English*. (Oxford: Oxford University Press, 1987), p. 174

¹⁸Judi Moreillon.*Op.Cit.*, p. 19

3. Reading Comprehension in Descriptive text

Comprehension is the center of reading.¹⁹ Students need comprehension in reading. Comprehension is important part of reading. Because the goal of reading is comprehension. Students cannot get the meaning of the text if they do not do comprehend. Comprehension is a process, not a product.²⁰ Reader cannot get the meaning of the text directly. There will be some steps in reading, the reader should use their knowledge and experience.

According to Haris, Comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectations, skills, and prior knowledge (reader context).²¹ It means that attitude, interest, skill, expectation and prior knowledge are important to improve our understanding about the test.

Descriptive text is a text which uses details to tell how a subject looks, sounds, smells, tastes or feels. The essay should make reader feel like responding to what he or she is reading.²² It is supported by Alice Hoshima and Ann Hogue, they said a good description is a word picture; the readers can imagine the object, place, or person in their mind.²³ The writer concludes that descriptive text is one of kinds of text which uses an imaginable words, the readers' feelings can be brought to the text.

Alice and Patricia add three parts of descriptive text, they are:²⁴

1. Introduction

¹⁹Karen tankersley.*The Thead of Reading Strategies for literacy Development* .Alexandria: ASCD, 2003. P.90

²⁰Karen Tankersley. *Literacy Strategies for Grade 4-12; Reinforcing the Thread of Reading*. Alexandria: Supervision and Curriculum Development. P.108

²¹Karren Haris R and Steve Graham. *Teaching Reading Comprehension To Students with Learning Difficulties* . New York: The Guilford Press.2007.p.12

²²Alice Savage and Patricia Mayer. *Effective Academic Writing2*. New York:Oxford.2005.p.33

²³Alice Hoshima and Ann Hogue. *Introdution to Academic Writing third edition*. USA: Longman Pearson. 2007.p.61

²⁴Alice Savage and Patricia Mayer *Effective Academic Writing2*. New York:Oxford.2005.p.35

It is included Topic, Hook, Background information, and Thesis statement. There are some important points which we have to remember:

- a. The hook introduces the object or event of description.
- b. The middle sentences provide the background.
- c. The thesis statement tells why object or event of description is important to the writer.

2. Body Paragraphs

It is in middle of the text. It is included details. There are some important points which we have to remember:

- a. Most of description is in the body paragraphs.
- b. Adjectives and adverbs make the experience more vivid.
- c. The scene is often described with prepositions and prepositional phrases that specify location or position in space.

3. Conclusion

It explains final opinion which is given by the writer about the description. The writer conclude that descriptive text is a text which uses details to tell how a subject looks, sounds, smells, tastes or feels.

4. Students' Reading Comprehension in Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing that tell about their characteristics²⁵, next it's helps the reader to imagine what the text is about.

Alice and Patricia add three parts of descriptive text, they are:²⁶

²⁵Understanding Types of Text.<http://understandingtext.blogspot.com/search/label/Descriptive?max-results=2>.

²⁶Alice Savage and Patricia Mayer. *Effective Academic Writing*2. New York:Oxford.2005.p.35

a. Introduction

It is included Topic, Hook, Background information, and Thesis statement. There are some important points which we have to remember:

- 1) The hook introduces the object or event of description.
- 2) The middle sentences provide the background.
- 3) The thesis statement tells why object or event of description is important to the writer.

b. Body Paragraphs

It is in middle of the text. It is included details. There are some important points in which we have to remember:

- 1) Most of the description is in the body paragraphs.
- 2) Adjectives and adverbs make the experience more vivid.

c. Conclusion

It explains final opinion which is given by the writer about the description.

The scene is often described with prepositions and prepositional phrases that specify location or position in space. From the explanation above the writer concludes that there are three parts of descriptive text, they are introduction, body paragraphs and conclusion.

5. The Factors that Influence Students Reading Comprehension in Descriptive text

According to Karen, there are four important factors that influence reading comprehension:²⁷

- a. Command of the linguistic structure of the text.

²⁷Karen Tankersley. *Literacy Strategies for Grade 4-12; Reinforcing the Thread of Reading*. Alexandria: Supervision and Curriculum Development. p.108

When readers are familiar with the genre and style in which the text is written, they are better able to comprehend the text.

b. Adequate vocabulary in the content area.

A good vocabulary enables readers to process word automatically while reading

c. Degree of metacognitive control of the text.

Reader must know how to self-mentor and reflect on their level of understanding during the act of reading.

d. Adequate domain knowledge.

When the readers read something, their knowledge background content knowledge makes a difference in how well they understand the material. Background knowledge helps us connect to the text we are reading.

According to Dawson and Bamman, there are five factors which affect the comprehension skill. They are :²⁸

a. Intelligence

Students have different intelligence, so it will be possible for them to produce different comprehension.

b. Experience

Students with limited experience may have difficulty in comprehending many ideas and activities with which other students are familiar before they come to school.

c. Mechanics of reading

Comprehension will be easier for the students if they have mastered the skills of word attack and word meaning, and if they have learned to handle material books properly.

²⁸Mildred A. Dawson and Henry A. Bamman. *Fundamentals of Basic Reading Instruction* New York: David McKay Company, 1967. pp. 220-223

d. Interest and interest span

It is truism that we will respond quickly to what we read if we are interested in the topic or at least familiar with it.

e. Skills of comprehending

Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

6. The Ask to Think - Tel Why Strategy towards Students Reading Comprehension in Descriptive text

According to Kalayo Hasibuan, reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose.²⁹ ASK to THINK–TEL WHY³⁰ is a comprehension strategy that involves learners asking thought-provoking questions (the ASK to THINK part) that elicit explanations and inferences (the TEL WHY part) about material to be understood.

The ASK to THINK–TEL WHY strategy is designed so that the structured discussion resulting from its use in a collaborative learning context is intended to induce in learners a variety of cognitive and metacognitive processes that in turn are expected to enhance comprehension of material discussed. The theoretical basis of this approach is the constructionist theory of comprehension. According to the constructionist theory, why-questions and their expected resulting explanations are basic to the construction of meaning.³¹

It was found to promote deep comprehension by guiding learners' thoughtful discussion of material. Specifically, and guides learners in how to ask each other thought-provoking

²⁹Kalayo Hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru : Alaf Riau Graha UNRI Press, 2007), p.114.

³⁰Danielle S.McNamara, *Reading comprehension strategies: Theories, interventions and technologies* (new jersey: Lawrence Erlbaum Associates Inc,2007)P.273

³¹ibid P.273

questions about what they have read, heard, or seen and provides guidance and support in how to respond by constructing thoughtful, elaborated responses; learners also learn to ask and answer comprehension questions and to sequence their questioning from comprehension to thinking.³²

Ask to T = THINKING – ABOUT - THINKING QUESTIONS

(Ask learner to “unpack” thinking and self-monitor/ comprehension)

H = HINT QUESTIONS

(gives clues, reminders and partly framed answer –without disclosing answer, so partner can construct answer)

I = INTELLIGENT THINKING QUESTIONS

(Induces both partners to engage together in critical thinking and analysis going beyond facts and concepts by integrating, inferencing, interpreting, explaining, justifying, speculating, comparing.)

N= NEED TO UNDERSTAND BETTER QUESTIONS

(probes partner to expand ,elaborate, clarify)

K= KNOWLEDGE REVIEW QUESTIONS

(asks partner to work together to: 1. Active prior knowledge. 2. retell knowledge e.g, fact, concepts, definitions, processes, formulas, principles, rules. 3. consolidate knowledge base, and 4. Monitor comprehension)

T= TELL

(what you know to your partner)

E=EXPLAIN

(the why and how about something, don't just tell what it is or describe it.)

³²Danielle S. McNamara *Op.Cit.* p.271

L= LINK

(connect what you are explaining to something your partner already knows so they will be sure to understand)

W= Tell Why

H= Tell How

Y= Use Your own words

B. The Relevant Research

1. A research from Allison King

The results of a program of research on the effectiveness of the Ask To Think Tel Why strategy with provided thought-provoking generic questions revealed that the procedures can promote deep comprehension. These strategies have been used successfully in classrooms with students at the university level, in high school, in middle school,. Successful use of the strategy requires extensive training, guidance, and application practice in skills of question asking, question sequencing, explaining and inferencing, and use of supportive communication skills.³³

2. A research from Nurul Fadhillah

The objectives of this study are to find out if: (1) students' achievement in reading comprehension that taught by using ASK to THINK-TEL WHY strategy is higher than those that taught by using Guided Reciprocal Peer Questioning strategy, (2) students' achievement in reading comprehension with field independent style is higher than those with field dependent style, (3) there is interaction of reading strategies and students' cognitive style in reading comprehension

³³King, A. ASK to THINK–TEL WHY. Unpublished manuscript and materials, California State University San Marcos.

The data were analyzed by applying Two-Way ANOVA, comparing *Fobserved* and *Ftable* at the level of significance $\alpha=0.05$, the result reveals that (1) students achievement in reading comprehension that taught by using ASK to THINK TEL-WHY strategy $\bar{x}=66.59$ is higher than those that taught by using guided reciprocal peer questioning strategy $\bar{x}=59.4$ with *Fobserved*=11.56>*Ftable*=3.99, it means ASK to THINK TEL-WHY strategy affects reading comprehension better than guided reciprocal peer questioning strategy (2) students' achievement in reading comprehension with field independent style $\bar{x}=63.97$ is higher than those with field dependent style $\bar{x}=61.75$ with *Fobserved*=51.66>*Ftable*=3.99, it means field independent style affects reading comprehension better than field dependent style (3) there is no interaction of reading strategies and students' cognitive style, based on *Fobserved*=0.52<*Ftable*=3.99, it can be concluded that both of strategies are equally well to be applied to the students field independent style; field independent style affects better in reading comprehension no matter what strategy is used. Nevertheless, ASK to THINK TEL-WHY strategy is superior, which is suitable to be taught to any cognitive style of students.³⁴

C.Operational Concept

Syafi'i mentioned that all related theoretical frameworks can be operated in the operational concept.³⁵ In this operational concept, the writer would like to explain briefly about variable of the research itself. There are two variables used. The first is the Ask to Think-Tel Why strategy which refers to the teacher's strategy in teaching reading descriptive text (in experimental class) which is known as Independent variable or variable X. The second is students' reading comprehension (reading descriptive text) which is known as Dependent variable or variable Y.

³⁴Nurul Fadhillah. *the effectiveness of the Ask To Think Tel Why strategy toward reading comprehension in STAIN Malikussaleh lhokseumawe* ;2012

³⁵ M. Syafii. *From Paragraph to Research Report: A writing of English for Academic Purposes*. Pekanbaru : LBSI. 2007.P. 122

Variable X

1.Eksperimental Class

The following treatment as a collection of procedures of the implementation of Ask to Think-Tel Why strategy that can be seen in the following steps :³⁶

- a. Teacher divides students into partners or small groups at least has two students.
- b. Teacher hands out a descriptive text to each pairs or group and gives the instruction and time to finish their activity.
- c. Teacher asks the students to survey and read the text to activate their prior knowledge in discussion session
- d. Teacher gives the Thinking and comprehension questions to use in guiding their own content-specific questions on the material being studied.
- e. Teacher asks the students to tell what they know to each others in group or partnerby using their own words.
- f. Finally, teacher assesses students' work and discuss together.

Variable Y

To know the students' reading comprehension of the second year students at SMP N 1 Salo, the writer determines some indicators for reading comprehension as follows :³⁷

1. Students are able to identify main idea of descriptive text.
2. Students are able to find out the meaning of vocabularyin descriptive text.
3. Students are able to identify the information of descriptive text.
4. Students are able to identify references of descriptive.

³⁶Danielle S.McNamara, Reading comprehension strategies: Theories, interventions and technologies (new jersey: Lawrence Erlbaum Associates Inc,2007)P.273

³⁷Judith Westphal Irwin. *Teaching Reading Comprehension Processes*.New Jersey: Loyola University of Chicago, 1986, p. 3

5. Students are able to make inference from descriptive text.

D.Assumption and Hypotheses

1. Assumption

In this research, the writer assumes that :

- a. Students' comprehension in reading descriptive text is various.
- b. The better the Ask to Think-Tel Why strategy is applied in teaching or learning descriptive text, the better students' comprehension on reading descriptive will be.

2. Hypotheses

- a. H_a : There is a significant effect of using the Ask to Think-Tel Why strategy toward students' reading comprehension in descriptive text at the second year at State Junior High School 1 Salo.
- b. H_o : There is no significant effect of using the Ask to Think-Tel Why strategy towards students' reading comprehension in descriptive text at the second year at State Junior High School 1 Salo.